

## Joseph Widmer, Jr., Elementary

### California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Ms. Kathy Brown-Snyder, Principal

Principal, Joseph Widmer, Jr., Elementary

#### About Our School

##### Welcome to Joseph Widmer Jr. School , Home of Wildcat PRIDE.

Joseph Widmer School is a wonderful place for students, families and staff. At Joseph Widmer we believe students will be most successful in a positive environment that welcomes all and seeks to form trusting, mutual partnerships with families and provides rigorous, relevant instruction. This last year we focused on reaching out to improve connection between the school and the community and increase parent involvement. We are pleased with our results thus far. We plan to continue this effort to ensure all parents feel like valued members of the team. We know that partnerships take time to develop and then take effort to maintain.

As a staff we continue to explore ways to bring rigorous and relevant lessons that reflect the Common Core State Standards and effectively integrate technology to allow students to develop 21st century skills for college and career readiness. Through collaboration, and professional development in curriculum and technology we strive to provide our students with the best possible educational experiences. Joseph Widmer School also decided to implement an approach to school wide discipline known as Positive Behavior Intervention and Support (PBIS). Our PBIS team developed five school wide behavior expectations known as PRIDE (Positive attitude, Responsibility, Integrity, Discipline, Environmental Concern), and we have begun to educate students on what it means to demonstrate Wildcat Pride in the common areas on campus. PBIS also involves acknowledging appropriate behavior and attempting to correct behavior through education rather than just punishment. We are adding more programs to acknowledge positive academic achievement and growth, positive behavior and good attendance.

#### Contact

Joseph Widmer, Jr., Elementary  
751 Stonebridge Ln.  
Lathrop, CA 95330-8928

Phone: 209-938-6340  
E-mail: [katbrown@musd.net](mailto:katbrown@musd.net)

## About This School

### Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) |  |
|--|--|
| <b>District Name</b>                               | Manteca Unified  |
| <b>Phone Number</b>                                | (209) 825-3200   |
| <b>Superintendent</b>                              | Jason Messer   |
| <b>E-mail Address</b>                              | <a href="mailto:jmesser@musd.net">jmesser@musd.net</a>     |
| <b>Web Site</b>                                    | <a href="http://www.mantecausd.net">www.mantecausd.net</a> |

| School Contact Information (School Year 2016-17) |  |
|--|--|
| <b>School Name</b>                               | Joseph Widmer, Jr., Elementary                             |
| <b>Street</b>                                    | 751 Stonebridge Ln.  |
| <b>City, State, Zip</b>                          | Lathrop, Ca, 95330-8928                                    |
| <b>Phone Number</b>                              | 209-938-6340   |
| <b>Principal</b>                                 | Ms. Kathy Brown-Snyder, Principal                          |
| <b>E-mail Address</b>                            | <a href="mailto:katbrown@musd.net">katbrown@musd.net</a>   |
| <b>Web Site</b>                                  | <a href="http://www.mantecausd.net">www.mantecausd.net</a> |
| <b>County-District-School (CDS) Code</b>         | 39685936118509   |

*Last updated: 12/8/2016*

### School Description and Mission Statement (School Year 2016-17)

#### School Description and Mission Statement :

Joseph Widmer, Jr. Elementary School, located in the city of Lathrop, is one of 20 K-8 elementary school in the Manteca Unified School District. It is a welcoming and inviting school of approximately 860 students who live in the housing development that surrounds the school. The school opened its doors in the 2001-2002 school year. We have 28 regular education teachers, two fulltime resource specialist teachers who support students in grades K-8, and three special day classes for moderate to severely handicapped students in grades K-8. We also employ a full time speech pathologist, a part time speech pathologist, a part time educational psychologist, a crisis counselor and a trauma specialist. Occupational therapists and an adaptive PE specialist provide services on-site on an as needed.

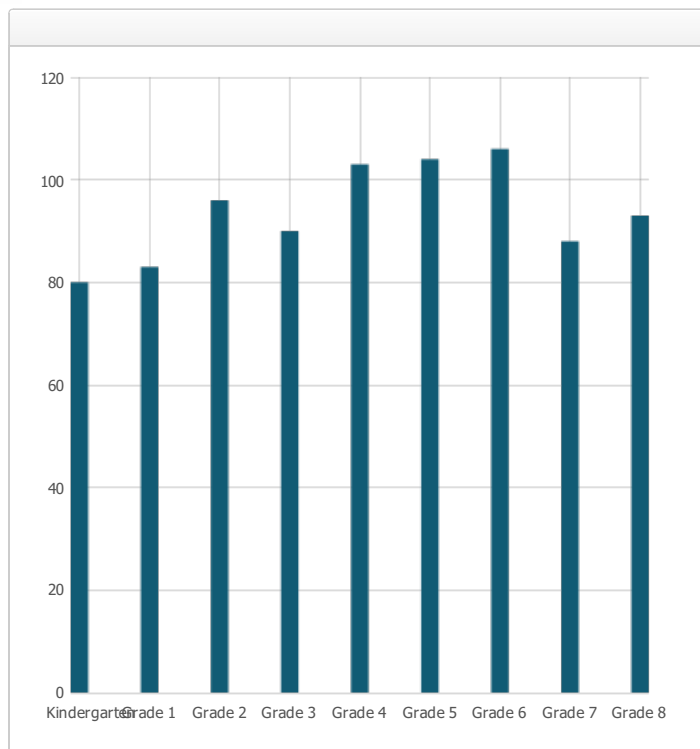
#### Our mission statement:

In a balanced partnership with our families and school community, Joseph Widmer, Jr. Elementary School takes pride in preparing our students for their future. We believe that all students can learn to their fullest potential. Students will be provided an enriched technology-based curriculum that supports foundational skills for college and career readiness.

*Last updated: 1/12/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 80                 |
| Grade 1          | 83                 |
| Grade 2          | 96                 |
| Grade 3          | 90                 |
| Grade 4          | 103                |
| Grade 5          | 104                |
| Grade 6          | 106                |
| Grade 7          | 88                 |
| Grade 8          | 93                 |
| Total Enrollment | 843                |



Last updated: 12/23/2016

### Student Enrollment by Student Group (School Year 2015-16)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 7.6 %                       |
| American Indian or Alaska Native    | 0.9 %                       |
| Asian                               | 11.4 %                      |
| Filipino                            | 9.7 %                       |
| Hispanic or Latino                  | 51.7 %                      |
| Native Hawaiian or Pacific Islander | 1.3 %                       |
| White                               | 14.5 %                      |
| Two or More Races                   | 2.8 %                       |
| Other                               | 0.1 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 61.1 %                      |
| English Learners                    | 31.9 %                      |
| Students with Disabilities          | 12.2 %                      |
| Foster Youth                        | 0.8 %                       |

Last updated: 12/23/2016

## A. Conditions of Learning

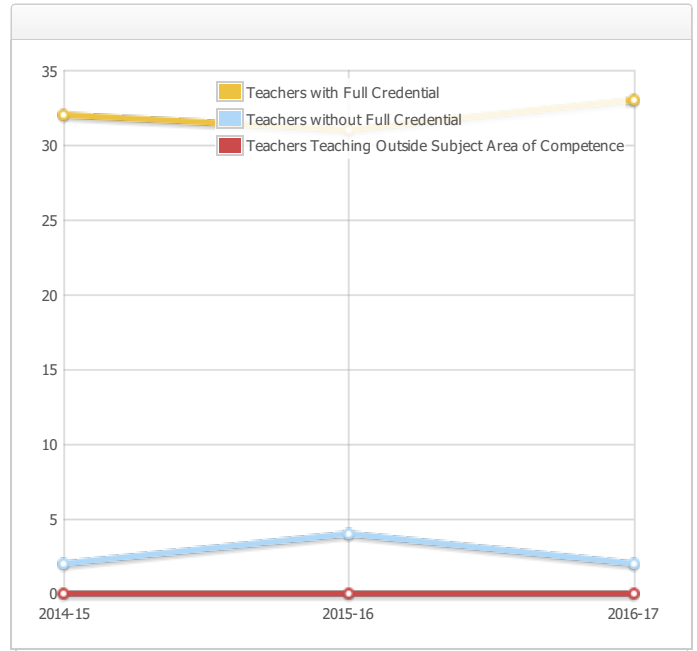
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

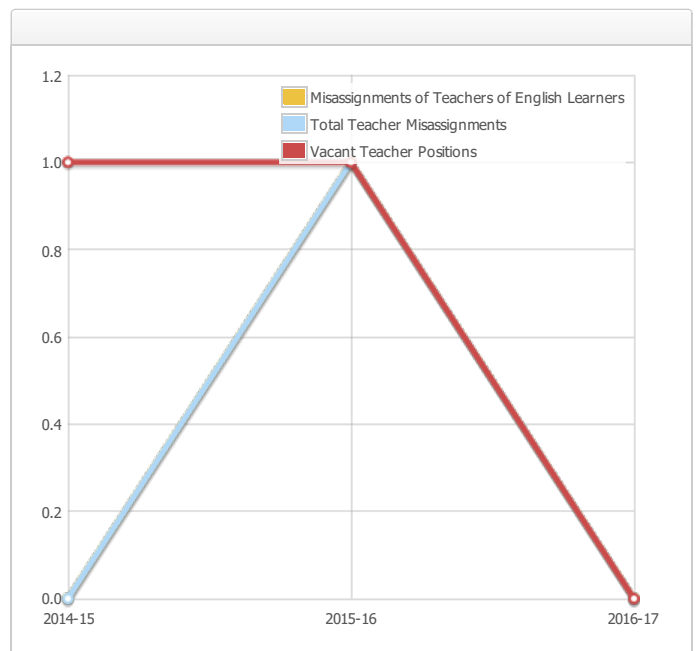
| Teachers  | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2014-15 | 2015-16 | 2016-17 | 2016-17  |
| With Full Credential  | 32      | 31      | 33      | 965      |
| Without Full Credential   | 2       | 4       | 2       | 77       |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |



Last updated: 12/13/2016

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 1       | 0       |
| Total Teacher Misassignments*                  | 0       | 1       | 0       |
| Vacant Teacher Positions                       | 1       | 1       | 0       |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 12/13/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

| Location of Classes              | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School                      | 86.0%  | 14.0%  |
| All Schools in District          | 93.0%  | 7.0%   |
| High-Poverty Schools in District | 93.0%  | 7.0%   |
| Low-Poverty Schools in District  | 99.0%  | 1.0%   |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/9/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: September 2016

| Subject                         | Textbooks and Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts           | <p style="text-align: center;"><b>READING</b></p> <p>McGraw Hill Wonders Grades K-6 (<b>Adopted 2016</b>)</p> <p>McGraw Hill StudySync Grades 7-8 (<b>Adopted 2016</b>)</p>  | Yes                        | 0.0 %                                      |
| Mathematics                     | <p style="text-align: center;"><b>MATH</b></p> <p>McGraw-Hill School Education LLC</p> <p>McGraw-Hill My MathGrades K-5 (<b>Adopted 2014</b>)</p> <p>California Math, Courses 1-3 Grades 6-8 (<b>Adopted 2014</b>)</p>   | Yes                        | 0.0 %                                      |
| Science                         | <p style="text-align: center;"><b>SCIENCE</b></p> <p>Macmillan/McGraw-Hill California ScienceGrades K-6 (<b>Adopted 2007</b>)</p> <p>Glencoe/McGraw-Hill Focus on Science Grades7-8 (<b>Adopted 2007</b>)</p>  | Yes                        | 0.0 %                                      |
| History-Social Science          | <p style="text-align: center;"><b>HISTORY</b></p> <p>Pearson Scott Foresman, History-Social Science for California Grades K-3 (<b>Adopted 2006</b>)</p> <p>Macmillan/McGraw Hill, California Vistas Grades 4-6 (<b>Adopted 2006</b>)</p> <p>Holt Rinehart and Winston, Holt CA Social Studies Grades 7-8 (<b>Adopted 2006</b>)</p> | Yes                        | 0.0 %                                      |
| Foreign Language                | N/A  |                            | 0.0 %                                      |
| Health                          | N/A  |                            | 0.0 %                                      |
| Visual and Performing Arts      | N/A  |                            | 0.0 %                                      |
| Science Lab Eqpmt (Grades 9-12) | N/A  | N/A                        | 0.0 %                                      |

Note: Cells with N/A values do not require data.

Last updated: 1/12/2017

## School Facility Conditions and Planned Improvements

The District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses the Facility Inspection Tool (FIT) instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School Buildings.

Joseph Widmer School was completed in 2000 including the administration building, library, multi-purpose room, gymnasium, and classrooms. There are 44 total classrooms.

### Maintenance and Repair.

District maintenance staff ensures that repairs necessary to keep schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

### Cleaning Process and Schedule.

The District's governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Program.

The District participates in the State Deferred Maintenance Program. The Deferred Maintenance Program provides State funds to assist school districts with expenditures for major repair or replacement of existing school building components so that the educational process may safely continue. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, wall systems, floor systems, etc. The District's 2015-2016 budget allocated \$800,000 to address deferred maintenance needs throughout the District.

### Modernization Projects.

This site will not be eligible for modernization until 2021. The District is currently planning to renovate and modernize its schools based upon the District's 2014 Facility Master Plan. As part of that activity there are projects planned at Joseph Widmer, Jr. which will be completed through the use of local funds. State funding will also be sought for those portions of projects which may be eligible for modernization funding.

*Last updated: 1/12/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |   |
| Interior: Interior Surfaces                                     | Good   |   |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| Electrical: Electrical  | Good   |   |
| Restrooms/Fountains: Restrooms, Sinks/Fountains                 | Poor   | Repair completed.                         |
| Safety: Fire Safety, Hazardous Materials                        | Good   |   |
| Structural: Structural Damage, Roofs                            | Good   |   |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good   |   |

## Overall Facility Rate

Year and month of the most recent FIT report: December 2016

|                |      |
|----------------|------|
| Overall Rating | Fair |
|----------------|------|

*Last updated: 1/12/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject  | Percent of Students Meeting or Exceeding the State Standards |         |          |         |         |         |
|--|--|---------|----------|---------|---------|---------|
|  | School   |         | District |         | State   |         |
|  | 2014-15  | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 33.0%  | 36.0%   | 34.0%    | 39.0%   | 44.0%   | 48.0%   |
| Mathematics (grades 3-8 and 11)                      | 24.0%  | 27.0%   | 24.0%    | 25.0%   | 34.0%   | 36.0%   |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/9/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 93               | 91            | 97.9%          | 36.3%                   |
| Male  | 46               | 45            | 97.8%          | 28.9%                   |
| Female  | 47               | 46            | 97.9%          | 43.5%                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | 12               | 11            | 91.7%          | 54.6%                   |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 46               | 45            | 97.8%          | 40.0%                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 16               | 16            | 100.0%         | 37.5%                   |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 55               | 53            | 96.4%          | 26.4%                   |
| English Learners                              | 26               | 25            | 96.2%          | 24.0%                   |
| Students with Disabilities                    | --               | --            | --             | --                      |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |
| Foster Youth                                  | --               | --            | --             | --                      |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/2017*



**ELA - Grade 4**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 106                     | 105                  | 99.1%                 | 37.1%                          |
| Male  | 49                      | 49                   | 100.0%                | 26.5%                          |
| Female  | 57                      | 56                   | 98.3%                 | 46.4%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 59                      | 58                   | 98.3%                 | 39.7%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 15                      | 15                   | 100.0%                | 20.0%                          |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 71                      | 70                   | 98.6%                 | 34.3%                          |
| English Learners                              | 31                      | 31                   | 100.0%                | 32.3%                          |
| Students with Disabilities                    | 14                      | 14                   | 100.0%                | 7.1%                           |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/9/2017*

**ELA - Grade 5**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 106                     | 105                  | 99.1%                 | 55.2%                          |
| Male  | 63                      | 63                   | 100.0%                | 55.6%                          |
| Female  | 43                      | 42                   | 97.7%                 | 54.8%                          |
| Black or African American                     | 13                      | 13                   | 100.0%                | 38.5%                          |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | 11                      | 11                   | 100.0%                | 90.9%                          |
| Filipino                                      | 13                      | 13                   | 100.0%                | 61.5%                          |
| Hispanic or Latino                            | 48                      | 47                   | 97.9%                 | 46.8%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 16                      | 16                   | 100.0%                | 68.8%                          |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 66                      | 65                   | 98.5%                 | 52.3%                          |
| English Learners                              | 24                      | 24                   | 100.0%                | 33.3%                          |
| Students with Disabilities                    | 17                      | 17                   | 100.0%                | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/2017*

**ELA- Grade 6**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 105                     | 105                  | 100.0%                | 34.3%                          |
| Male  | 55                      | 55                   | 100.0%                | 25.5%                          |
| Female  | 50                      | 50                   | 100.0%                | 44.0%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | 11                      | 11                   | 100.0%                | 54.6%                          |
| Filipino                                      | 11                      | 11                   | 100.0%                | 63.6%                          |
| Hispanic or Latino                            | 56                      | 56                   | 100.0%                | 25.0%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 14                      | 14                   | 100.0%                | 21.4%                          |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 62                      | 62                   | 100.0%                | 22.6%                          |
| English Learners                              | 26                      | 26                   | 100.0%                | 7.7%                           |
| Students with Disabilities                    | 11                      | 11                   | 100.0%                | 9.1%                           |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/2017*

**ELA - Grade 7**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 92                      | 92                   | 100.0%                | 21.7%                          |
| Male  | 50                      | 50                   | 100.0%                | 20.0%                          |
| Female  | 42                      | 42                   | 100.0%                | 23.8%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 51                      | 51                   | 100.0%                | 15.7%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 11                      | 11                   | 100.0%                | 45.5%                          |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 64                      | 64                   | 100.0%                | 18.8%                          |
| English Learners                              | 21                      | 21                   | 100.0%                | --                             |
| Students with Disabilities                    | 17                      | 17                   | 100.0%                | 5.9%                           |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/9/2017*

**ELA - Grade 8**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 100                     | 98                   | 98.0%                 | 30.6%                          |
| Male  | 50                      | 48                   | 96.0%                 | 20.8%                          |
| Female  | 50                      | 50                   | 100.0%                | 40.0%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | 14                      | 14                   | 100.0%                | 35.7%                          |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 53                      | 52                   | 98.1%                 | 26.9%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 18                      | 17                   | 94.4%                 | 29.4%                          |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 53                      | 52                   | 98.1%                 | 28.9%                          |
| English Learners                              | 18                      | 18                   | 100.0%                | --                             |
| Students with Disabilities                    | 15                      | 15                   | 100.0%                | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 93               | 92            | 98.9%          | 34.8%                   |
| Male  | 46               | 46            | 100.0%         | 37.0%                   |
| Female  | 47               | 46            | 97.9%          | 32.6%                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | 12               | 11            | 91.7%          | 54.6%                   |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 46               | 46            | 100.0%         | 37.0%                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 16               | 16            | 100.0%         | 31.3%                   |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 55               | 54            | 98.2%          | 24.1%                   |
| English Learners                              | 26               | 26            | 100.0%         | 26.9%                   |
| Students with Disabilities                    | --               | --            | --             | --                      |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |
| Foster Youth                                  | --               | --            | --             | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/2017*

**Mathematics - Grade 4**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 106                     | 105                  | 99.1%                 | 27.6%                          |
| Male  | 49                      | 49                   | 100.0%                | 24.5%                          |
| Female  | 57                      | 56                   | 98.3%                 | 30.4%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 59                      | 58                   | 98.3%                 | 29.3%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 15                      | 15                   | 100.0%                | 6.7%                           |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 71                      | 70                   | 98.6%                 | 24.3%                          |
| English Learners                              | 31                      | 31                   | 100.0%                | 22.6%                          |
| Students with Disabilities                    | 14                      | 14                   | 100.0%                | 7.1%                           |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/2017*

**Mathematics - Grade 5**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 106                     | 105                  | 99.1%                 | 32.4%                          |
| Male  | 63                      | 63                   | 100.0%                | 34.9%                          |
| Female  | 43                      | 42                   | 97.7%                 | 28.6%                          |
| Black or African American                     | 13                      | 13                   | 100.0%                | 15.4%                          |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | 11                      | 11                   | 100.0%                | 45.5%                          |
| Filipino                                      | 13                      | 13                   | 100.0%                | 53.9%                          |
| Hispanic or Latino                            | 48                      | 47                   | 97.9%                 | 27.7%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 16                      | 16                   | 100.0%                | 31.3%                          |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 66                      | 65                   | 98.5%                 | 32.3%                          |
| English Learners                              | 24                      | 24                   | 100.0%                | 20.8%                          |
| Students with Disabilities                    | 17                      | 17                   | 100.0%                | 5.9%                           |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/2017*



**Mathematics - Grade 6**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 106                     | 106                  | 100.0%                | 20.8%                          |
| Male  | 55                      | 55                   | 100.0%                | 23.6%                          |
| Female  | 51                      | 51                   | 100.0%                | 17.7%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | 11                      | 11                   | 100.0%                | 27.3%                          |
| Filipino                                      | 11                      | 11                   | 100.0%                | 36.4%                          |
| Hispanic or Latino                            | 57                      | 57                   | 100.0%                | 14.0%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 14                      | 14                   | 100.0%                | 21.4%                          |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 63                      | 63                   | 100.0%                | 11.1%                          |
| English Learners                              | 27                      | 27                   | 100.0%                | 7.4%                           |
| Students with Disabilities                    | 11                      | 11                   | 100.0%                | 18.2%                          |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/2017*

**Mathematics - Grade 7**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 91                      | 91                   | 100.0%                | 23.1%                          |
| Male  | 50                      | 50                   | 100.0%                | 24.0%                          |
| Female  | 41                      | 41                   | 100.0%                | 22.0%                          |
| Black or African American                     | --                      | --                   | --                    | --                             |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                             |
| Asian   | --                      | --                   | --                    | --                             |
| Filipino                                      | --                      | --                   | --                    | --                             |
| Hispanic or Latino                            | 50                      | 50                   | 100.0%                | 22.0%                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                             |
| White   | 11                      | 11                   | 100.0%                | 18.2%                          |
| Two or More Races                             | --                      | --                   | --                    | --                             |
| Socioeconomically Disadvantaged               | 63                      | 63                   | 100.0%                | 27.0%                          |
| English Learners                              | 20                      | 20                   | 100.0%                | --                             |
| Students with Disabilities                    | 16                      | 16                   | 100.0%                | --                             |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/2017*

**Mathematics - Grade 8**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 100              | 98            | 98.0%          | 26.5%                   |
| Male  | 50               | 48            | 96.0%          | 20.8%                   |
| Female  | 50               | 50            | 100.0%         | 32.0%                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | 14               | 14            | 100.0%         | 42.9%                   |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 53               | 52            | 98.1%          | 19.2%                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                      |
| White   | 18               | 17            | 94.4%          | 29.4%                   |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 53               | 52            | 98.1%          | 26.9%                   |
| English Learners                              | 18               | 18            | 100.0%         | --                      |
| Students with Disabilities                    | 15               | 15            | 100.0%         | --                      |
| Students Receiving Migrant Education Services | --               | --            | --             | --                      |
| Foster Youth                                  | --               | --            | --             | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/2017*

**CAASPP Test Results in Science for All Students**

| Subject                       | Percentage of Students Scoring at Proficient or Advanced |         |         |          |         |         |         |         |         |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | School   |         |         | District |         |         | State   |         |         |
|                               | 2013-14  | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 46.0%  | 44.0%   | 54.0%   | 47.0%    | 44.0%   | 41.0%   | 60.0%   | 56.0%   | 54.0%   |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

| Student Group                                 | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students                                  | 206              | 200                                  | 97.1%                                 | 54.0%                          |
| Male  | 113              | 110                                  | 97.4%                                 | 53.6%                          |
| Female  | 93               | 90                                   | 96.8%                                 | 54.4%                          |
| Black or African American                     | 17               | 17                                   | 100.0%                                | 29.4%                          |
| American Indian or Alaska Native              | --               | --                                   | --                                    | --                             |
| Asian   | 25               | 25                                   | 100.0%                                | 88.0%                          |
| Filipino                                      | 21               | 21                                   | 100.0%                                | 57.1%                          |
| Hispanic or Latino                            | 101              | 98                                   | 97.0%                                 | 45.9%                          |
| Native Hawaiian or Pacific Islander           | --               | --                                   | --                                    | --                             |
| White   | 34               | 31                                   | 91.2%                                 | 64.5%                          |
| Two or More Races                             | --               | --                                   | --                                    | --                             |
| Socioeconomically Disadvantaged               | 119              | 116                                  | 97.5%                                 | 50.9%                          |
| English Learners                              | 42               | 42                                   | 100.0%                                | 40.5%                          |
| Students with Disabilities                    | 32               | 31                                   | 96.9%                                 | 41.9%                          |
| Students Receiving Migrant Education Services | --               | --                                   | --                                    | --                             |
| Foster Youth                                  | --               | --                                   | --                                    | --                             |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2017

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards |                       |                      |
|-------------|--|-----------------------|----------------------|
|             | Four of Six Standards                            | Five of Six Standards | Six of Six Standards |
| 5           | 22.7%  | 28.9%                 | 18.6%                |
| 7           | 18.4%  | 37.9%                 | 5.7%                 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/9/2017*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

The success of a school is strongly influenced by the support of parents and the school community as a whole. Joseph Widmer School enjoys great parent involvement and utilizes the services of the Parent Teacher Club as well as the School Site Council and English Language Advisory Council to support students and school programs. We also host several student performances, Acorn League Sports and PRIDE ceremonies to honor student accomplishment in the areas of academics, attendance and behavior. Occasional informal brown bag dinner and coffee events with site administration are offered. Administration also maintains an open door policy for parents and students. To find out how you can get more involved with your child's education, contact Kathy Brown-Snyder, principal, or Felicia Chavez, PTC president, at (209) 938-6340.

Manteca Unified strives to coordinate and communicate with the community including police, fire and other governmental agencies, news media, medical agencies and other community organizations. A few examples of such coordination and communication with community agencies include programs such as fire prevention, water safety, Kaiser Permanente, parks and recreation activities, before/after school daycare, community-use of gymnasium, bike safety, and our School Resource Officer through the Lathrop Police Department.

### State Priority: Pupil Engagement

*Last updated: 1/12/2017*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

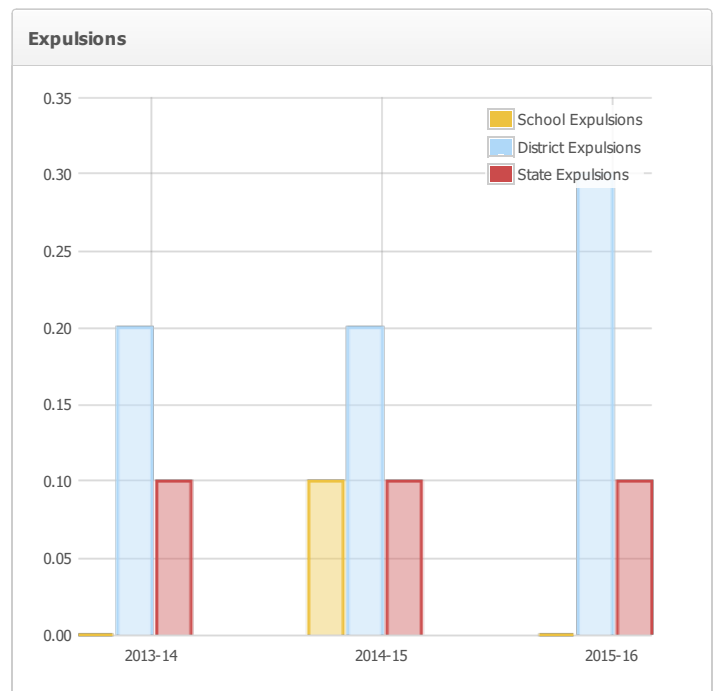
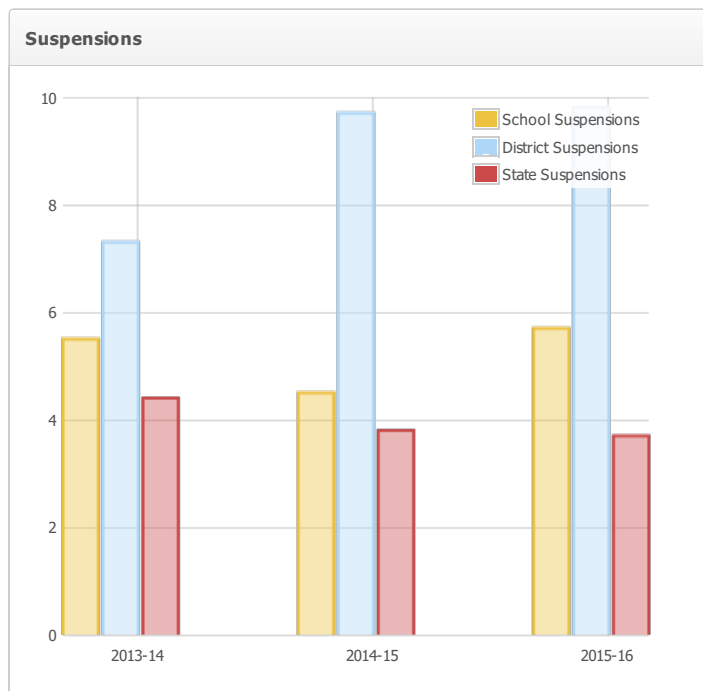
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 5.5     | 4.5     | 5.7     | 7.3      | 9.7     | 9.8     | 4.4     | 3.8     | 3.7     |
| Expulsions  | 0.0     | 0.1     | 0.0     | 0.2      | 0.2     | 0.3     | 0.1     | 0.1     | 0.1     |



Last updated: 1/13/2017

## School Safety Plan (School Year 2016-17)

All of the school sites in Manteca Unified School District annually update the Disaster Plan and School Safety Plan. The plan was revised by Safe Schools Consultants according to the required adoption process with appropriate School Site Council public hearings and School Safety Planning Committee input. Teachers and staff annually receive training on disaster procedures. Teachers and staff received ongoing training throughout the 2016-2017 school year in order to meet the appropriate guidelines established by the state. The safety plans were confirmed and approved by March 1, 2016.

Manteca Unified School District continues to make strides in the improvement of the educational climate and reduced disruptions in the classroom by "putting kids first" and asking the question, "Is it good for the children?" The safety of students and the security of campuses are high priorities in MUSD. School personnel and students participate in monthly disaster preparedness drills including specific procedures for fire, earthquake, flood, civil disturbance, and hazardous chemical situations. The school sites also focus on establishing goals that are needed.

The District has established procedures for submitting complaints against personnel and programs. An information brochure, policies, and forms are available to the public at the school site, on the District's website, and in all offices. Also, a nondiscrimination/harassment report form is used to help staff in reporting and tracking data.

Our schools work hard to improve academic achievement and provide alternative programming for "at risk" students. In addition, authorized prevention activities include conflict resolution strategies, before and after school programs, and district-wide efforts to prevent illegal gang activities with Drug Free and Tobacco Free School Zones clearly established and posted. Our District seeks grants and utilizes the Health Services Department to meet the health and counseling needs of students.





## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | Not in PI | In PI     |
| First Year of Program Improvement                   |           | 2007-2008 |
| Year in Program Improvement                         |           | Year 3    |
| Number of Schools Currently in Program Improvement  | N/A       | 2         |
| Percent of Schools Currently in Program Improvement | N/A       | 40.0%     |

Note: Cells with NA values do not require data.

Last updated: 12/23/2016

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14            |                     |       | 2014-15 |                    |                     | 2015-16 |     |                    |                     |       |     |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
|             | Average Class Size | Number of Classes * |       |         | Average Class Size | Number of Classes * |         |     | Average Class Size | Number of Classes * |       |     |
|             |                    | 1-20                | 21-32 | 33+     |                    | 1-20                | 21-32   | 33+ |                    | 1-20                | 21-32 | 33+ |
| K           | 25.0               | 1                   | 3     | 0       | 28.0               | 0                   | 3       | 0   | 22.7               | 0                   | 3     | 0   |
| 1           | 31.0               | 0                   | 2     | 0       | 29.0               | 0                   | 3       | 0   | 26.7               | 0                   | 3     | 0   |
| 2           | 25.0               | 0                   | 4     | 0       | 30.0               | 0                   | 3       | 0   | 23.0               | 1                   | 3     | 0   |
| 3           | 31.0               | 0                   | 3     | 0       | 27.0               | 1                   | 3       | 0   | 28.7               | 0                   | 3     | 0   |
| 4           | 32.0               | 0                   | 3     | 0       | 34.0               | 0                   | 0       | 3   | 33.3               | 0                   | 0     | 3   |
| 5           | 29.0               | 0                   | 3     | 0       | 34.0               | 0                   | 0       | 3   | 33.0               | 0                   | 0     | 3   |
| 6           | 21.0               | 2                   | 3     | 0       | 25.0               | 1                   | 3       | 0   | 34.0               | 0                   | 0     | 3   |
| Other       | 0.0                | 0                   | 0     | 0       | 11.0               | 1                   | 0       | 0   | 0.0                | 1                   | 0     | 0   |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/25/2017

**Average Class Size and Class Size Distribution (Secondary)**

| Subject        | 2013-14            |                     |       |     | 2014-15            |                     |       |     | 2015-16            |                     |       |     |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
|                | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     |
|                |                    | 1-22                | 23-32 | 33+ |                    | 1-22                | 23-32 | 33+ |                    | 1-22                | 23-32 | 33+ |
| English        | 27.0               | 2                   | 6     | 1   | 29.0               | 1                   | 2     | 4   | 23.0               | 0                   | 6     | 0   |
| Mathematics    | 24.0               | 3                   | 6     | 1   | 26.0               | 2                   | 2     | 4   | 22.6               | 0                   | 6     | 0   |
| Science        | 24.0               | 3                   | 6     | 1   | 26.0               | 2                   | 2     | 4   | 22.6               | 0                   | 6     | 0   |
| Social Science | 27.0               | 2                   | 6     | 1   | 29.0               | 1                   | 2     | 4   | 22.6               | 0                   | 6     | 0   |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

| Title   | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor                                  | 0.0                               | 0.0   |
| Counselor (Social/Behavioral or Career Development) | 0.0                               | N/A   |
| Library Media Teacher (librarian)                   | 0.0                               | N/A   |
| Library Media Services Staff (paraprofessional)     | 0.6                               | N/A   |
| Psychologist  | 0.5                               | N/A   |
| Social Worker                                       | 0.0                               | N/A   |
| Nurse   | 0.0                               | N/A   |
| Speech/Language/Hearing Specialist                  | 1.0                               | N/A   |
| Resource Specialist (non-teaching)                  | 1.6                               | N/A   |
| Other   | 5.8                               | N/A   |

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/14/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site                                   | \$3881.3                     | \$842.0  | \$3039.3                                    | \$69949.2              |
| District                                      | N/A                          | N/A  | \$3599.0                                    | \$70381.0              |
| Percent Difference – School Site and District | N/A                          | N/A  | -16.9%                                      | -0.6%                  |
| State   | N/A                          | N/A  | \$5677.0                                    | \$75837.0              |
| Percent Difference – School Site and State    | N/A                          | N/A  | -60.5%                                      | -8.1%                  |

Note: Cells with N/A values do not require data.

Last updated: 1/9/2017

## Types of Services Funded (Fiscal Year 2015-16)

All Manteca schools receive equal allocations of general fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site based on the unique needs of the individual school.

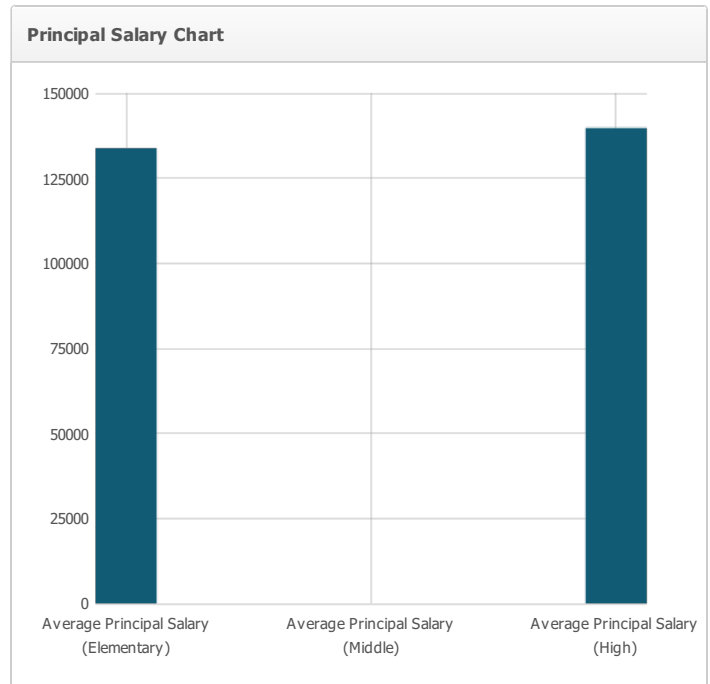
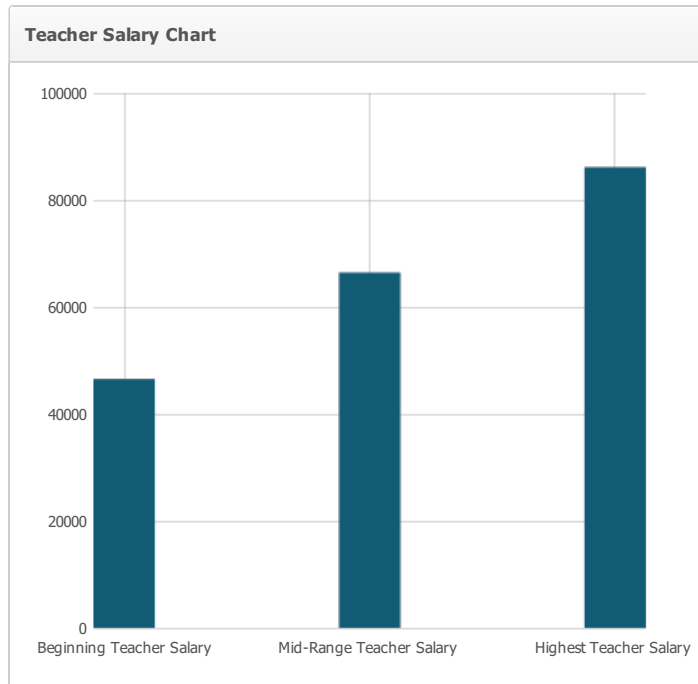
In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, and students at risk of dropping out of school.

*Last updated: 12/23/2016*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$46,534        | \$45,092                                     |
| Mid-Range Teacher Salary                      | \$66,446        | \$71,627                                     |
| Highest Teacher Salary                        | \$86,152        | \$93,288                                     |
| Average Principal Salary (Elementary)         | \$133,827       | \$115,631                                    |
| Average Principal Salary (Middle)             | \$              | \$120,915                                    |
| Average Principal Salary (High)               | \$139,766       | \$132,029                                    |
| Superintendent Salary                         | \$198,514       | \$249,537                                    |
| Percent of Budget for Teacher Salaries        | 36.0%           | 37.0%  |
| Percent of Budget for Administrative Salaries | 6.0%            | 5.0%   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/9/2017*

## Professional Development

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Manteca Unified School District uses a number of models for professional development. The district has adopted the K-12 California State Content Standards for Math and English Language Arts, along with the California English Language Development (ELD) Standards, and the Next Generation Science Standards (NGSS). Beginning with the 2016-2017 school year, an emphasis will be placed on providing teachers with continual training to implement the new standards, new ELA/ELD curriculum, deeper implementation of the math curriculum, and continuing to infuse technology in the classroom. During the 2015-2016 school year, the district was focused on the continual implementation of the standards and the district's 1:1 digital initiative.

As with all training in the district, the focus will be on creating a student-centered approach in teaching that is geared towards providing students with the skills and content necessary for College and/or Career Readiness in the 21st Century. The major emphasis of professional development will be to train teachers to meet the California State Content Standards through a focus on Math, ELA/ELD, NGSS, and Technology. Teacher training opportunities are being provided through district office and site offerings, 24/7 access to an on-line digital platform, and during three Manteca Unified School District staff development days. The district has other opportunities for teacher training including the Teacher Induction Program, CCSS Implementation Walkthrough Training, K-8 teacher collaboration, K-8 teacher curricular committees, 9-12 Professional Learning Communities (PLC), 9-12 Quality Instruction for Student Achievement (QISA), and high school teacher curricular committees, along with a variety of other subject-area trainings.

*Last updated: 1/12/2017*